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ABSTRACT

This module on interviewing and influencing skills is one of a set of six developed to prepare human services workers for the changing mental health service delivery system. Focus is on concepts and skills basic to competency in interpersonal relationships involving information gathering, recording information in the context of appropriate formats, and influencing individual behavior. Following notes on target population (human services community college student), module length (51 classroom hours), and suggested class size (15-25 students), the module contains the following seven sections: (1) a list of behavioral objectives, (2) the instructional design of the module, (3) a pretest on the module goal, (4) a list of materials for the course, (5) instructional procedures for each behavioral objective, (6) a posttest on the module goal, and (7) student feedback on the module. In addition to listing instructional procedures for each of the thirteen objectives, the module informs the student of the estimated class time for completion, equipment needed, and how to demonstrate competency. Appended material includes an article entitled "Observed Communication Styles of Interviewers and Interviewees in Group Interaction." (LRA)

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ED176100

CAREER EDUCATION FOR MENTAL HEALTH WORKERS

INTERVIEWING AND INFLUENCING SKILLS

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HUMAN SERVICE INSTRUCTIONAL SERIES

MODULE NO. **2**

CAREER EDUCATION FOR MENTAL HEALTH WORKERS PROJECT
HUMAN RESOURCES INSTITUTE
COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES
UNIVERSITY OF SOUTH FLORIDA
TAMPA, FLORIDA 33620

U.S. DEPARTMENT OF HEALTH
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We refer you to our Occasional Paper, "Developing a Curriculum for Human Service Workers," Report No. 6, June 1978, for a detailed description of the needs assessment, the rationale for our curriculum design, a general discussion of our core course modules, sequence of courses, and the implications of implementing a Human Service Program.

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INTERVIEWING AND INFLUENCING SKILLS

Module Goal: This module will teach the student concepts and skills basic to competency in interpersonal relationships involving information gathering, recording information in the context of appropriate formats, and influencing individual behavior.

Prerequisite: Human Relations Skills Module

Target Population: Human Service students at the community college level

Module Length: 51 classroom hours

Suggested Class Size: 15 - 25 students

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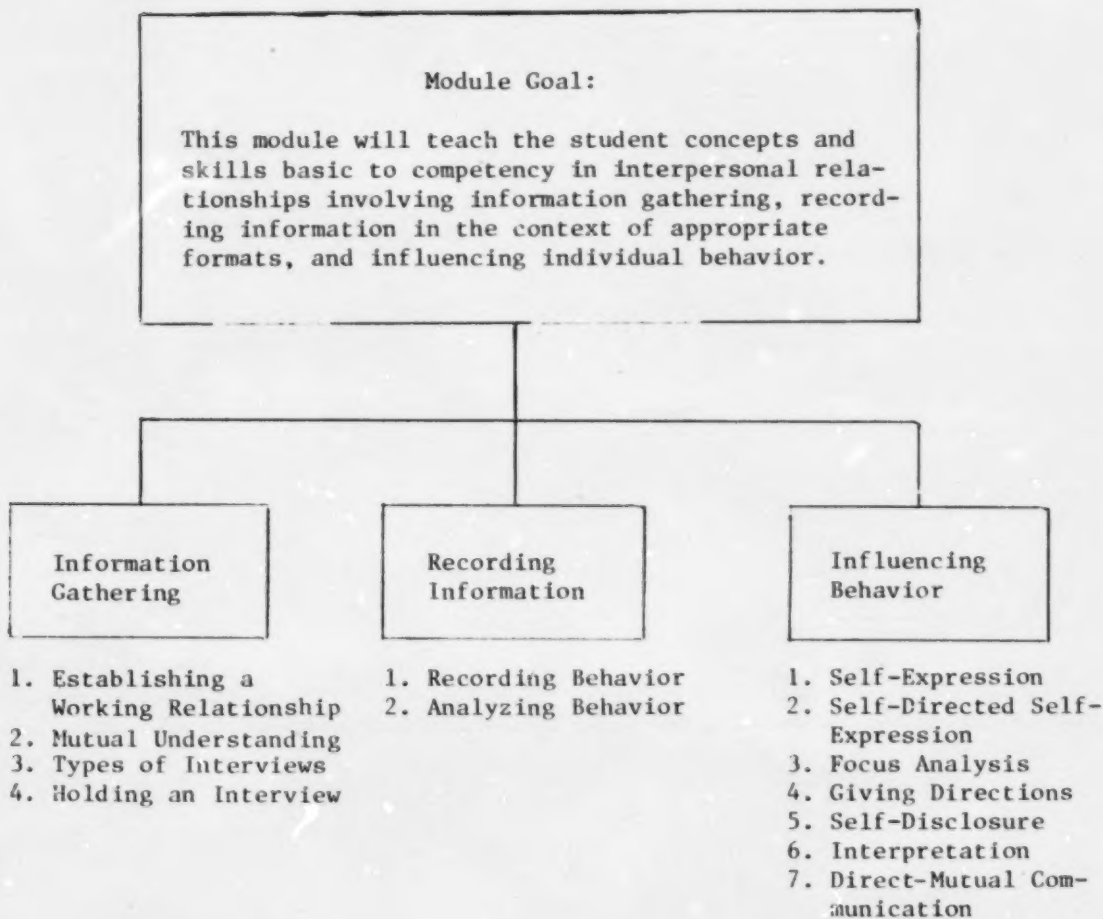
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SECTION I: BEHAVIORAL OBJECTIVES

Upon completion of this module the student will be able to:

1. demonstrate establishing a working relationship with a person.
2. demonstrate ways to overcome obstacles to mutual understanding.
3. record and analyze behavior observed using 1) Antecedent-Behavior-Consequence sequence (ABC), 2) forms in use at place of employment, 3) Problem Oriented Record (POR).
4. demonstrate 1) information oriented, 2) behavior modification, 3) experiential types of interviews.
5. conduct successful interviews.
6. use and teach the skill of self-expression.
7. complete the self-directed self-expression procedure.
8. demonstrate using focus analysis in an interview to change the direction of the conversation.
9. use the skill of effective direction-giving in their work situation.
10. demonstrate appropriate use of self-disclosure.
11. demonstrate interpretation.
12. engage in direct-mutual communication (includes concreteness, genuineness, confrontation, respect, immediacy).
13. integrate skills learned.

SECTION II: INSTRUCTIONAL DESIGN



SECTION III: PRE-TEST

Check YES or NO as to whether or not you can answer each of the following questions.

YES NO

- ___ ___ 1. Give an example of how you have established a working relationship with a person.
- ___ ___ 2. Give an example of how you have overcome obstacles to mutual understanding.
- ___ ___ 3. Give an example of how you have used each of the following:
 - a. Antecedent-Behavior-Consequence type of recording.
 - b. Forms you often use at work.
 - c. Problem Oriented Record.
- ___ ___ 4. Give an example of how you have used each of the following types of interviews:
 - a. Information oriented
 - b. Behavior modification
 - c. Experiential
- ___ ___ 5. Summarize an interview you have conducted explaining what you did to make it successful.
- ___ ___ 6. Give an example of how you have used the skill of self-expression and how you have taught it to another.
- ___ ___ 7. Give an example of how you have used self-directed self-expression.
- ___ ___ 8. Give an example of how you have used the concept of focus.
- ___ ___ 9. Give an example of how you have given effective directions.
- ___ ___ 10. Give an example of how you have used self-disclosure.
- ___ ___ 11. Give an example of how you have used interpretation.
- ___ ___ 12. Give an example of how you have used direct-mutual communication.
- ___ ___ 13. Give an example of how you have integrated the basic influencing skills into a helping situation.

If you cannot answer YES to all of these questions, this module should be helpful to you.

SECTION IV: LIST OF MATERIALS FOR COURSE

One copy of the Interviewing and Influencing Skills module for each student.

Problem Oriented Record (POR) materials (one set for each student)

Florida Mental Health Institute
13301 North 30th Street, Tampa, Florida 33612

Texts

Schulman, Eveline D.
Intervention in Human Services, 1974 (one for each student)
C. V. Mosby Co., St. Louis, Mo. 63103

Schubert, Margaret
Interviewing in Social Work Practice, 1971 (one for each student)
Counsel on Social Work Education
345 East 46th Street, N.Y., N.Y. 10017

Ivey, Allen E. and Gluckstern, Norma B.
Basic Influencing Skills Leader Manual, 1976 (one for instructor)

Ivey, Allen E. and Gluckstern, Norma B.
Basic Influencing Skills Participant Manual, 1976 (one for each student)

Videotape Series

Ivey, Allen E. and Gluckstern, Norma B.
Basic Influencing Skills (one set)

Audiovisual Equipment

Videotape recorder

Video monitor

Video camera, blank tapes

(optional) Cassette tape recorder, blank tapes (one for every four students)

Note: The Ivey materials may be ordered from:

Microtraining Associates, Inc.
Box 641, North Amherst, Mass. 01059

SECTION V: PROCEDURES

OBJECTIVE 1: The student will demonstrate establishing a working relationship with a person.

Estimated class time for completion: 3 hours

Equipment: (optional) cassette recorders

Instructional Procedure (to be followed in sequence in class)

1. Schubert, Page 1-2, Read: Definition of an Interview.
2. Schubert, Page 3-12, Read: Getting Started: The Concept of a "Contract."
3. Schulman, Page 84-93, Read: Opening or Beginning Phase.
4. Schulman, Page 93, Exercise 6-1: Tuning in to Ideas and Feelings.
5. Schulman, Page 95-96, Read: Misdirected Motivation.
6. Schulman, Page 99-101, Read: Low Level of Communication Skill; Opening the Interview.
7. Schulman, Page 101, Exercise 6-7: Initial Greetings. (Modify this exercise as desired to fit your situation.)
8. Schubert, Page 13-18, Read: Some Common Concerns of Interviewers.
9. Schulman, Page 61, Read: Behavioral Effects.
10. Schubert, Page 19-24, Read: Reaction of Client and Worker to the Helping Situation.
11. As a class, or in small groups, compile a list of necessary considerations in establishing a working relationship with a client.

Demonstration of Competency

Demonstrate establishing a working relationship with a client through role playing.

OBJECTIVE 2: The student will demonstrate ways to overcome obstacles to mutual understanding.

Estimated class time for completion: 3 hours

Instructional Procedure (to be followed in sequence in class)

1. Schubert, Pages 25-29, Read: Topics Covered in Initial Interviews.
2. Schubert, Pages 30-37, Read: Obstacles to Mutual Understanding.
3. Schulman, Pages 51-54, Read: Background Roots.
4. Schulman, Page 54, Exercise 4-3: A "Hang-up" Interview.
5. Schulman, Page 54-59, Read: Psychological Bases.
6. Schulman, Page 56, Exercise 4-4: How Much of You Shows?
7. Schulman, Page 57, Exercise 4-5: Self-Concept in a Poem.
8. Schubert, Pages 38-42, Read: The Use of Time.
9. Schulman, Pages 103-108, Read: Setting Limits.
10. Schubert, Pages 43-45, Read: Physical Setting of the Interview.
11. Schulman, Pages 59-60, Read: Situational Features.
12. Schubert, Pages 46-47, Read: Privacy and Confidentiality.
13. As a class, or in small groups, compile a list of obstacles to mutual understanding, and discuss ways to deal with them.

Demonstration of Competency

Demonstrate overcoming at least three obstacles to mutual understanding through role playing.

OBJECTIVE 3: The student will record and analyze behavior observed, using
 1) Antecedent-Behavior-Consequence sequence, 2) forms in use
 at place of employment, and 3) Problem Oriented Record.

Estimated class time for completion: 6 hours

Instructional Procedure (to be followed in sequence in class)

1. Schulman, Pages 11-19, Read: Observation.
2. Schubert, Pages 48-51, Read: Recording.
3. Schulman, Pages 32-36, Read: Recording.
4. Schulman, Page 32, Exercise 2-9: Antecedent Event and Behavior.
5. Schulman, Page 33, Exercise 2-10: Behavior - Observable and Measurable.
6. Schulman, Page 34, Exercise 2-11: The Setting of Behavior.
7. Schulman, Page 35, Exercise 2-12: Contingencies - Behavior Plus Consequence.
8. Schulman: Pages 36-39, Read: Reporting.
9. Problem Oriented Record: Read reprints.
10. Problem Oriented Record: Lecture/discussion.
11. Problem Oriented Record: Practice, using Workshop Cases.

Demonstration of Competency

Record and analyze behavior observed using 1) Antecedent-Behavior-Consequence sequence, 2) forms in use at place of employment, and 3) Problem Oriented Record.

OBJECTIVE 4: The student will demonstrate 1) information oriented, 2) behavior modification, and 3) experiential types of interviews.

Estimated class time for completion: 3 hours

Equipment: (optional) cassette recorders

Instructional Procedure (to be followed in sequence in class)

1. Schubert, Pages 52-55, Read: Persons Involved in the Interview.
2. Schubert, Pages 56-57, Read: The Influence of Theory on the Conduct of the Interview.
3. Schulman, Pages 66-68, Read: Information-Oriented Interview.
4. Schulman, Page 68,, Exercise 5-1: Discovering the Message.
5. Schulman, Page 68-78, Read: Behavior Modification Interview.
6. Schulman, Page 70, Exercise 5-2: Establishing Anxiety Hierarchy.
7. (optional) Schulman, Page 75, Exercise 5-3: Rewriting Sarah's Script.
8. Schulman, Pages 78-82, Read: Experiential Interview.
9. (optional) Schulman, Page 81, Exercise 5-4: Role Playing Varieties In Interviewing.

Demonstration of Competency

Demonstrate information oriented, behavior modification, and experiential types of interviews by role playing the part of the interviewer.

OBJECTIVE 5: The student will hold a successful interview.

Estimated class time for completion: 3-6 hours

Equipment: (optional) cassette recorders

Instructional Procedure (to be followed in sequence in class)

1. Schubert, Pages 58-66, Read: Interviews in Continuing Service.
2. Schulman, Pages 114-119, Read: Developing or Exploring Phase.
3. Schulman, Page 115, Exercise 6-12: Moving Into Details.
4. Schubert, Pages 66-67, Read: The Telephone as an Interviewing Medium.
5. Schulman, Pages 31-32, Exercise 2-8: Telephone Observation.
6. Schubert, Pages 68-71, Read: Ending.
7. Schulman, Pages 140-142, Read: Ending or Terminating Phase.
8. Schubert, Pages 72-73, Read: The Client-Worker Relationship.
9. Schubert, Pages 74-78, Read: Interviewing in Group Work and Community Organization.
10. Schubert, Pages 79-80, Read: Interviewing in Other Situations.
11. Schubert, Pages 81-82, Read: The Rules Re-Examined.
12. Read: Observed Communication Styles of Interviewers and Interviewees in Group Interaction (see Addendum).
13. Lecture/discussion: Planning interview experiences.

Demonstration of Competency

Plan and conduct an interview to be held outside of class (during a field trip, on the job, etc.). A written record will be presented to the instructor; an oral report will be given to the class.

OBJECTIVE 6: The student will use and teach the skill of self-expression.

Estimated class time for completion: 3 hours

Equipment: video recorder and monitor

Instructional Procedure (to be followed in sequence in class)

1. Ivey Participant Manual, Pages 22 and 23: Fill in pages and share results with students sitting near you.
2. Ivey Leader Manual, Page 18, Activity 3: Ineffective Self-Expression.
3. Ivey Participant Manual, Pages 25-26, Read: Self-Expression.
4. Ivey Participant Manual, Page 28, Do: Developing Your Own Concept of Behavioral Counts.
5. Ivey Leader Manual, Page 19, Activity 5: Videotape: Self-Expression. Use Behavioral Count Form made above.
6. Ivey Participant Manual, Page 32, Read: On the Quality of Helping Relationships.
7. Ivey Leader Manual, Pages 20-21, Activity 7: Practice.
8. Ivey Participant Manual, Page 29, Read and Do: Practice is Doing.
9. Ivey Leader Manual, Pages 21-22, Activity 9: Develop a Self-Expression Contract.
10. Ivey Leader Manual, Page 22, Activity 10: Develop a Do-Use-Teach Contract.

Demonstration of Competency

Fulfill the Self-Expression Contract and the Do-Use-Teach Contract and report back to class what was done and the results.

OBJECTIVE 7: The student will complete the self-directed self-expression procedure.

Estimated class time for completion: 3 hours

Equipment: video recorder, monitor and camera

Instructional Procedure (to be followed in sequence in class)

1. Ivey Participant Manual, Page 34, Read: Introduction and Goals.
2. Ivey Leader Manual, Page 26, Activity 2: Videotape: Self-Directed Self-Expression.
3. Ivey Participant Manual, Pages 37-41, Read: Five Step Process.
4. Ivey Leader Manual, Page 26, Activity 4: Practice.
5. Ivey Leader Manual, Page 27, Activity 5: Developing an Educational Program.
6. Ivey Participant Manual, Pages 44-46, Read: Some Broader Implications.
7. Ivey Leader Manual, Pages 27-28, Activity 7: Exercises in Confrontation.

Demonstration of Competency

1. Do the five steps in the Ivey Participant Manual: Pages 37-41, both as helper and helpee.
2. Report back to class the results of carrying out contract, Ivey Participant Manual: Page 41.

OBJECTIVE 8: The student will demonstrate using focus analysis in an interview to change the direction of the conversation.

Estimated class time for completion: 3 hours

Instructional Procedure (to be followed in sequence in class)

1. Ivey Participant Manual, Pages 52-53, Read: Introduction and Goals.
2. Ivey Leader Manual, Page 30, Activity 1: Processing of Focus.
3. Ivey Leader Manual, Page 30, Activity 2: Reading Manual on Focus Analysis.
4. Ivey Leader Manual, Page 31, Activity 3: A Variety of Responses.
5. Ivey Leader Manual, Page 31, Activity 4: Scoring for Focus.
6. Ivey Leader Manual, Page 31, Activity 5: Cultural-Environmental-Contextual Considerations.

Demonstration of Competency

Role play the part of the helper in an interview demonstrating using focus analysis to change the direction of the conversation.

OBJECTIVE 9: The student will use the skill of effective direction-giving in the work situation.

Estimated class time for completion: 3 hours

Equipment: video recorder and monitor

Instructional Procedure (to be followed in sequence in class)

1. Ivey Participant Manual, Page 66, Read: Introduction and Goals.
2. Ivey Leader Manual, Page 34, Activity 1: Getting Started.
3. Ivey Leader Manual, Page 35, Activity 2: Reading the Manual on Directions.
4. Ivey Leader Manual, Page 35, Activity 3: Videotape Directions.
5. Ivey Leader Manual, Page 36, Activity 5: Practice.
6. Ivey Leader Manual, Page 37, Activity 6: Development of Behavioral Contracts.
7. Ivey Leader Manual, Page 37, Activity 8: Generalizing the Construct of Concreteness.

Demonstration of Competency

Report back to class the results of carrying out behavioral contract.

OBJECTIVE 10: The student will demonstrate appropriate use of self-disclosure.

Estimated class time for completion: 3 hours

Equipment: video recorder and monitor

Instructional Procedure (to be followed in sequence in class)

1. Ivey Participant Manual, Page 74, Read: Introduction and Goals.
2. Ivey Leader Manual, Page 41, Activity 1: Deciding What to Share.
3. Ivey Participant Manual, Pages 77-78, Read: On the Importance of Attending During Self-Disclosure.
4. Ivey Participant Manual, Pages 78-82, Read: Expression of Feeling, Expression of Content, and Summarization.
5. Ivey Leader Manual, Page 43, Activity 5: Reading of Self-Disclosure Manual.
6. Ivey Leader Manual, Page 44, Activity 6: Video Vignettes.
7. Ivey Leader Manual, Page 45, Activity 7: Videotape Modeling.
8. Ivey Leader Manual, Page 46, Activity 8: Practice.
9. Ivey Leader Manual, Page 46, Activity 9: Practice.
10. Ivey Leader Manual, Page 47, Activity 13: The Concept of Immediacy.

Demonstration of Competency

Ivey Leader Manual, Page 47, Activity 14: Personal Self-Disclosure.

OBJECTIVE 11: The student will demonstrate interpretation.

Estimated class time for completion: 3-6 hours

Equipment: video recorder and monitor
(optional) cassette recorders

Instructional Procedure (to be followed in sequence in class)

1. Schulman, Pages 161-164, Read: Interpretation.
2. Ivey Participant Manual, Pages 106-107, Read: Introduction and Goals.
3. Ivey Participant Manual, Pages 107-108, Read and Do: Interpretation and Creativity.
4. Ivey Participant Manual, Pages 108-111, Read and Do: Interpretation: A Creative Beginning.
5. Ivey Leader Manual, Page 53, Activity 4: Video Vignettes.
6. Ivey Leader Manual, Page 54, Activity 5: Practice.
7. Ivey Leader Manual, Pages 54-55, Activity 6: Reading Microtraining Manual.
8. Ivey Leader Manual, Page 55, Activity 7: What Frame of Reference Does a Helper Use?
9. Ivey Leader Manual, Page 56, Activity 8: Workbook Exercises in Interpretation.
10. Ivey Leader Manual, Page 56, Activity 9: Viewing and Rating the Video Modeling Tape.
11. Ivey Leader Manual, Page 56, Activity 10: Practice.
12. Ivey Participant Manual, Page 133, Read: Assisting Helpees to Generate Their Own Interpretations.
13. Ivey Leader Manual, Page 57, Activity 12: Exercises.
14. Ivey Leader Manual, Page 58, Activity 13: Confrontation in Interpretation.
15. Ivey Leader Manual, Pages 58-59, Activity 15: On the Quality of Helping, Respect.

Demonstration of Competency

Demonstrate interpretation through role playing.

OBJECTIVE 12: The student will engage in direct-mutual communication (includes concreteness, genuineness, confrontation, respect, immediacy).

Estimated class time for completion: 3-6 hours

Equipment: video recorder, monitor and camera
(optional) cassette recorders

Instructional Procedure (to be followed in sequence in class)

1. Ivey Participant Manual, Pages 140-141, Read: Introduction and Goals.
2. Ivey Leader Manual, Page 63, Step 1: Introductory Statement.
3. Ivey Leader Manual, Page 63, Step 2: Training in Direct-Mutual Communication.
4. Ivey Leader Manual, Page 63, Step 3: Videotape Modeling.
5. Ivey Leader Manual, Page 67, Step 4: Viewing Your Own Videotape.
6. Ivey Leader Manual, Page 67, Step 5: Developing Your Second Videotape.
7. Ivey Leader Manual, Page 68, Step 6: Viewing Your Second Videotape.
8. Ivey Leader Manual, Page 68, Step 7: Continue or Recycle.

At this point, you have several options: You could conclude training, redo Steps 2-6, or continue further training using all or some of Steps 8-13.

Demonstration of Competency

For this objective, assessment is ongoing through viewing tapes made and using evaluative material in Participant Manual written into the steps.

OBJECTIVE 13: The student will integrate skills learned.

Estimated class time for completion: 6 hours

Equipment: video recorder, monitor, and camera

Instructional Procedure (to be followed in sequence in class)

1. Ivey Participant Manual, Page 160, Read: Introduction and Goals.
2. Ivey Leader Manual, Page 73, Activity 2: Generation of Alternative Responses.
3. Ivey Leader Manual, Page 73, Activity 3: What Patterns of Response Show?
4. Ivey Leader Manual, Page 73, Activity 4: The Array of Helping Responses.
5. Ivey Leader Manual, Page 74, Activity 5: Videotape Integration of Skills Model.
6. Ivey Leader Manual, Page 74, Activity 6: Second Viewing of Tape for Scoring Purposes.
7. Ivey Leader Manual, Page 74, Activity 7: Alternative Commentaries on the Videotape.
8. Ivey Leader Manual, Page 75, Activity 8: Scoring Helpee Behavior.
9. Ivey Leader Manual, Page 75, Activity 9: Presentation and Scoring of Participants' Tapes.
10. Ivey Leader Manual, Page 76, Activity 11, Read: Integration of Attending and Influencing Skills Manual.

Demonstration of Competency

Write a summary of progress telling specifically how skills learned have been applied.

SECTION VI: POST-TEST

1. Give an example of how you have established a working relationship with a person.
2. Give an example of how you have overcome obstacles to mutual understanding.
3. Give an example of how you have used each of the following:
 - a. Antecedent-Behavior-Consequence type of recording.
 - b. Forms you often use at work.
 - c. Problem Oriented Record.
4. Give an example of how you have used each of the following types of interviews:
 - a. Information oriented
 - b. Behavior modification
 - c. Experiential
5. Summarize an interview you have conducted explaining what you did to make it successful.
6. Give an example of how you have used the skill of self-expression and how you have taught it to another.
7. Give an example of how you have used self-directed self-expression.
8. Give an example of how you have used the concept of focus.
9. Give an example of how you have given effective directions.
10. Give an example of how you have used self-disclosure.
11. Give an example of how you have used interpretation.
12. Give an example of how you have used direct-mutual communication.
13. Give an example of how you have integrated the basic influencing skills into a helping situation.

SECTION VII: FEEDBACK

In order to improve this Interviewing and Influencing Skills module your ongoing feedback is essential. As you work through this module, please record specific information on what was helpful to you and what was not. Also include any suggestions or ideas that occur to you. (This feedback will in no way affect your grade.)

Please evaluate each of the following:

1. The Schubert text:
2. The Schulman text:
3. The Ivey Manual:
4. The Ivey Videotapes:
5. In-class activities
 - a. Ivey workshops:
 - b. Schulman exercises:
 - c. The Problem Oriented Record:
6. The field trip experience (interview):

7. The evaluation/grading system:

8. How relevant the course material was to you as a Human Service Worker:

9. Additional comments:

SECTION VIII: ADDENDUM

OBSERVED COMMUNICATION STYLES OF INTERVIEWERS
AND INTERVIEWEES IN GROUP INTERACTION

Dr. Edwin R. Hartz
Florida State University
School of Social Welfare

In interviewing, counseling and communicating in group situations the tasks of the interviewer range all the way from securing and giving information to changing attitudes and modifying behavior.

In the dynamic interaction process the group tends to move from a relative emphasis upon (1) orientation and information gathering or giving to (2) evaluation of tasks and thereafter to problems of control, (3) decision-making, (4) tension reduction and reintegration.

Concurrent with these interactive transitions invoking thinking and feeling, individual members including the interviewer and various respondents display both positive and negative reactions.

The effective and successful leader whether interviewer, counselor, psychologist, social group worker, personnel managers, psychiatric worker or nurse is generally the one who is associated with "Know-How", Ideas, Guidance, and clear communication (talking effectively) and "Liking."

For example,

1. In ORIENTATION and COMMUNICATION

- a. The positive "group-building" member initiates communication either asking for or giving relevant and valid information, consisting of ideas, verifiable facts, feeling, attitudes and values through encouraging, listening, questioning, clarifying, summarizing, and recording.
- b. In contrast, the negative and "self-serving" individual may question but he displays aggression, expresses disapproval and rejection of other person's contribution, shows envy or a very special interest concern. Often he blocks another, opposes another's ideas beyond reason, imposes his ideas on others, interrupts or tries to dominate or show his authority, control or superiority over another. He deflates the ego of the other by attacking their ideas, attitudes and disregarding their feelings and values.

2. In EVALUATION and CONTROL

- a. The Positive and effective leader cooperatively sets standards, suggests guidelines, asks for and gives opinions for evaluating, analyzing and guiding the group in its communication and creative tasks. He uses open-ended questions, builds questions on previous answers, and keeps the channels of communication open by encouraging the respondent to converse.
- b. In contrast the Negative or ineffective individual shows a passive rejection of goals and standards, deflates the respondent, shows negativism or withholds any constructive suggestion either for analysis or improvement of assisting of the group.

3. In DECISION-MAKING

- a. The Positive and helpful worker in problem-solving and decision-making interviews, accepts, understands and relates objectively, consistently, and constructively with the respondent's abilities, attitudes, skills and freedom to make choices, solve problems and arrive at decisions on his own. In his attitude toward others, the effectively helpful worker is non-directive, task-oriented and "respondent-centered". He is clearly supportive of the respondent in his right to show preferences, express choices and make decisions and be flexible and open to feedback.
- b. The Negative and ineffective person, unable to cope with his own anxieties and feelings of inadequacy, frequently deflates another's ego, dignity and ability by "acting out" a fantasy of prestige, power and authority. He often asserts superiority and control over another by direct and "authoritative" solutions to a problem through his decision. He usually rejects criticism and feedback.

4. TENSION REDUCTION and REINTEGRATION

- a. The capable, competent, positive group worker helps the responding member to release emotional feelings and thus reduce tension through encouraging catharsis, reconciling conflicts and injecting humor (sensitivity) into the interview. In a friendly, warm and responsive manner he senses the mood and accepts emotional "overflows", gives emotional support to the release of hostility and reassures the client of the positive effect of bringing out hostile feelings and attitudes. Once the atmosphere is cleared and tension reduced, the hostile, aggressive complainer can work through his problem.
- b. In contrast, the negative, eccentric, blocking, interrupting, defensive rejecting individual disapproves and resists the release of emotional feelings in another. In the face of criticism or hostility, he retaliates with signs of displeasure, argument and cajoling. He has a tendency to become embarrassed, resentful or to withdraw and shy away from such expressions. In so doing he blocks respondents from open, flexible and free communication.

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